20—EDUCATION—Rs. 16,98,232.

* **Rao Sahib I. N. Menon.** *(Director of Public Instruction).*—Mr. President, Sir, in moving my estimate for a sum of Rs. 16,98,232 and soliciting the favour of the House to grant this enormous sum, I would like to say a few words in explanation primarily of these figures and to do that I shall have to explain the implicit policy that has been pursued as reflected by these figures. I do not propose to take up the time of this House by a statement of what is bound to appear in the administration report of the Education Department this year. All that I propose to do is to examine how far the provision that has been made in the estimate for 1113 is adequate for conducting the work of education for a period of 12 months and how far they reveal a consistent policy of educational advance. In this task of appraising the value, both intrinsically and numerically of the estimates that are now placed before you, I may be allowed to preface my statement by drawing the attention of the House to a fact which I think is likely to meet with approval. I refer to this fact. The position here is not that of an independent nation with illimitable resources. It is no use setting an example of the British budget which probably has been going on by leaps and bounds during the last three years. Our taxabale capacity is very definitely limited and the possibility of internal readjustment within the Department is the only source of economy which we can point out. As such it will not be of any profit either on this side or on that side of the House to point out that these figures are altogether dummy as regards the progressive policy of educational advancement.

Now, Sir, I should like to go into a few details to see how far, in the first place, the provision that has been made can be called sufficient for our purposes. Hon'ble Members will have seen that out of this 18 lakhs provided under education more than 16½ lakhs represent permanent charges because of our establishment. All that is left over after meeting permanent charges on account of establishment isrepres ented by the relatively small sum of 2 lakhs. Now even out of this 2 lakhs nearly a lakh of rupees is consumed by charges of a more or less permanent nature. A sum of nearly Rs. 40,000 is required on account of Public Examination charges. More than Rs. 40,000 are required for meeting the stipends and scholarships both of pupils and teachers under

* Speech not corrected by the Hon'ble Member.

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training. That nearly makes up another lakh. Then we have the contribution which we have compulsorily to pay on account of our students who are now undergoing their education at the Medical and Engineering Colleges. There is again our munificent contribution to the Benares Hindu University. All these are permanent charges which we have to incur and the sum that is left over is indeed very paltry and it will not be sufficient for what is called progressive educational expansion, and hence I said that we have very little money left over after meeting our permanent charges. I am not prepared to say that the policy that is revealed by these figures is retrograde. There have been insistent demands from the other side of the House that wages should be cut. I am perfectly confident that Hon'ble Members do not mean that wages at any rate of the lower services should be cut.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri)*.— Certainly not.

Rao Sahib I. N. Menon *(Director of Public Instruction)*.— Out of 16 and odd lakhs intended for the liquidation of our liabilities to our permanent service more than 16 lakhs go to maintain approximately 6000 teachers and menial staff and therefore from a modern progressive point of view of national economy I think it is no mean service to say that a country or Government which is capable of giving employment to 6000 men is not rendering national service. The amount which we are able to give 6000 souls may not be very great. But it is something, I believe, in these days of retrenchment, that we are able to offer to 6000 souls. There is also another question which has been considered by the Retrenchment Committee, viz. the question of retrenchment of the staff. I think that the Committee very properly observed that very little retrenchment is possible. After all, the service of education is very good service to the community. What I mean is this. For every 40 pupils in attendance, there must be a teacher. If yu are going to keep a lakh and 75 children under effective teaching, it means that we have to maintain nearly 6000 teachers. No retrenchment is possible if you have or want to have increasing number of pupils under effective instruction. Another point which calls for attention is whether we have made adequate provision for the expansion of education commensurate with the increase in the school-going population. Questions have been asked in this House both in this morning and on previous occasions and I see cut motions tabled to enquire and not to criticise the Government to consider

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whether it is just to refuse assistance to more than a hundred classes which have been working for more than a year. Sir, I do not wish in the least to disarm this criticism. It seems to me it would be profitable even at this stage to remove misunderstanding. I think in response to a supplementary question this morning I pointed out that the approximate cost of aiding these new classes and divisions will be Rs. 20,900 on account of Primary Boys and Rs. 2,800 on account of Primary Girls Schools i. e., roughly about Rs. 23,700. This figure does not take into account our indefinite obligation to schools which had been carrying on the work without any sort of assistance. So, if we want to aid the Sacred Hearts' Convent School at Chalakkudi and a similar Convent School at Trichur, the figure will be raised by another Rs. 6,000 or 7,000 making roughly Rs. 30,000 in all. Now can we say that in denying this assistance to schools which have been trying to push the frontiers of education onwards we are following a correct, progressive and just policy? If we have unlimited resources, if we have the power of taxing according to our needs and if the country would agree to such a taxation, things will be different. As matters stand today it is no use beginning at the end of the policy and trying to implement it without looking into the length of the purse. Taking things as they are, it seems a fruitful policy to see how far you can distribute the amount at our disposal profitably and with a view to give a correct lien to education. I had been instructed by Government, more than a year ago, to chalk out some reasonable means of retrenchment. Finding that a special committee was going to sit upon this question I had delayed my labours and along with the Report which I find is exceedingly useful in more ways than one, I am applying my mind to the question of retrenchment. I may, at the very outset, observe that no retrenchment is possible in the field of primary education. The other question is whether it is possible to spend less on secondary education and collegiate education. We are by handing over to private enterprise or by other means trying to divert such funds and provide for the expansion of primary education. This is the only means of economy and progress in the present state of our financial affairs. Now expansion of elementary education by itself may not be sufficient. We have 1,68,000 children under effective instruction. Enormous as this figure is, it does not represent the entire population of School going age. In other words, we have an ignorant reserve and it ought to be our aim gradually to liquidate educationalism. That is why I think that Hon'ble Members of this House have been pertinently and persistently

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asking for more attention being devoted to adult education. The question of adult education therefore is another direction in which the funds liberated from secondary and collegiate education will have to be utilised. I think there has been a suspicion in some quarters that the closure of these night schools has been a step in the wrong direction. I have tried my very best to persist that there is no use of trying to maintain night schools in places where there is no restriction to hours of labour. A person who works from six in the morning to six in the evening is probably a suitable vicitim for a teacher of a night school. Unless there is some statutory restriction to hours of labour our night schools are bound to be a travesty of education. What else can we do? It appears to me that at the educational institutions, instead of night schools, continuation schools in urban areas can be tried. If there are no statutory restrictions for hours of work there are natural restrictions to labour. Even this measure may not be central or acceptable in rural areas. I think even if we are going to have compulsory education our rural libraries and our adult educational institutions will be necessary. Even granting we have a hundred per cent literacy the type of education that we get in our elementary schools is of a transitional nature. It has to be reinforced by institutions. In a country like England, where the school going age is about 15 they have to run continuation and adult schools. If any one thinks that compulsory primary education can be a complete process he is greatly mistaken. It has to be taken up and completed, I should say, by a life long process of adult education by means of libraries and adult education centres.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri).*— There is no such misapprehension.

Rao Sahib I. N. Menon *(Director of Public Instruction).*— That by itself is not sufficient.

Many of our students, when they leave the portals of elementary schools, find that they soon lapse into illiteracy and they are hardly able to take advantage of a library. So with a view to make our libraries rural centres of adult education we have to improve the quality of our existing primary education. An effort is being made personally which I hope will be placed before the House in due course to revise the system of primary education to make it more intrinsically adaptable to the countryside. The majority of our population being rural, it is only natural that the education which we give in our elementary schools

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should be more responsive to rural needs and rural occupations and an effort is being made to revise the curriculum of elementary schools to make it more expressive to rural needs and I hope with the funds which it may be possible to liberate out of our secondary and collegiate education and with a reform of the curriculum of our elementary schools and with the extension of adult education, it may be possible even with the funds at our disposal to have a better system of education.

With regard to money necessary to finance schools which have been running for some time although with little specific promise of any aid yet expecting that they will however be aided the question is going to be irksome. If it is found absolutely imperative even after making these internal retrenchments that this money has to be found Hon'ble Members may rest assured that Government will come to you for an additional allotment.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri).*—And it will be granted.

Rao Sahib I. N. Menon *(Director of Public Instruction).*—The point on which I think apprehensions are still not dormant is the expenditure on secondary and collegiate education. Even from the financial statement it will be obvious that wherever posts are falling vacant we are keeping them unfilled both in the Collegiate as well as in the Secondary classes. In regard to secondary education, one mode of retrenchment which I have in my mind and which Government will consider very seriously if they have the approval of this House is to avoid all overlapping of educational efforts. I will just illustrate, Sir, what I mean. If you take four or five schools in very close proximity you will see some subjects of specialisation repeated one after another. You find 4 schools situated very closely teaching the same subjects. Take for instance the teaching of chemistry. All the four schools teach chemistry. Instead of pooling the resources of these schools to teach chemistry in one school, mathematics in another and so on we are frittering away both our money and our staff for so many institutions. Now the consolidation of courses of study and spending them in suitable channels will certainly lead to economy, will certainly lead to higher efficiency. I am afraid it may also lead to local protest. I find from my own experience that if a school is started in one place and if all the faculties are not represented in that place requests come that commercial subjects may be started. We find with the funds at our disposal, it is

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not possible to open new courses. The only way is by amalgamating, by consolidating, and by properly selecting the centre. A great deal depends upon the selection of the course. The choice of these centres will be finally decided only after consulting the Advisory Committee of this House. I want the Hon'ble Members of this House to take the responsibility upon themselves to tell their constituents, that no economy is possible, and that no further funds can be had for elementary education unless you are prepared to accept this retrenchment. I have not the slightest doubt whether the House will vote for such a measure.

I find quite a number of cut motions. If I have in any way helped to remove any misunderstanding, which might have led to any of these cut motions I request the House that they may be withdrawn. I have tried to explain what precisely is the policy of the Government in respect of education in all its grades. I would repeat that this is not stated with a view to disarm fair criticism. I request that the House will be pleased to sanction an allotment of Rs. 16,98,232 for the upkeep of the Department of Education.

Motion No. 60.

Mr. A. V. Moothedan *(Chalakkudi).*—"*To reduce the allotment of Rs. 16,194 for establishment of Director by Re. 1. To request the Government to abolish the Trichur Sirkar High School and other High Schools which are superfluous, as a measure of retrenchment*".

Now funds are required for starting Village Libraries, for giving grant to aided schools and for making working provision for the cause of primary compulsory education. On these points, the House is unanimous.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri).*—Are we unanimous?

Mr. A. V. Moothedan *(Chalakkudi).*—We are unanimous. We also want compulsory primary education; but we oppose taxation for that purpose. That is the difference between this section of the House and that. This morning in answer to my question it was stated that there are 105 primary schools which are unaided. For all these purposes money is required and after carefully considering the subject, I thought that this is a suggestion which will be quite harmless — I must say the abolition of the Trichur Sirkar High School and other unnecessary High Schools. Even when I was a student at Trichur,

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that is about 12 years ago, there was a talk that the Sirkar High School at Trichur was going to be abolished. Even today it is not abolished. In the famous report of the Director's Educational Survey, it is stated that the school might be handed over to the Municipality. But the Municipality said that they did not want it.

Rao Sahib I. N. Menon (*Director of Public Instruction*).—I may correct the Hon'ble Member. It is not because that we wanted to give it to the Municipality as a sort of bug-bear, but we wanted the Municipality to undertake some work in the field of education.

Mr. A. V. Moothedan (*Chalakkudi*).—The S. K. Committee also recommended that this school should continue. I shall read the dissenting minute of one of the Members of the S. K. Committee— Rt. Rev. Mgr. Edakkolathur: "In this town there are three other well equipped and well-managed institutions such as the Vivekodayam' the C. M. S. and the St. Thomas High Schools. Whereas the strength these private institutions has steadily gone up, which speaks well of their efficiency and popularity, the strength of the Sirkar High School has gone down. Yet the Government is still incurring an annual loss of about Rs. 24,670 though it costs the Sirkar only a fraction of this huge sum to maintain all the three aided institutions of the town. No wonder then that the Municipality has refused to take over the management of this very costly and superfluous institution, though such a step was warmly recommended by the Director. In the face of these facts and the brilliant results that the aided Boys' Schools score year after year both in the public examination and in the field of sports and athletic competitions it is rather surprising that the Committee should recommend its continuance by the department as a model institution". Then I shall read the recent retrenchment Committee report. "While affirming the principle that primary education should be entirely under the control of the Government we are of the opinion that it is imperatively necessary in view of the very great difference in expenditure between private and Government managed primary schools that expenditure under primary education in Government institutions should be reduced by (1) insisting upon minimum strength in all classes as in the case of aided institutions and closing divisions wherever necessary; (2) converting leave on full pay to leave on half pay only; (3) dispensing with upernumerary teachers wherever they are found to exist and (4) closing down of Government Schools in close proximity to aided schools wherever feasible".

So, this suggestion is also in the Retrenchment Committee Report. Since there are very many aided schools in the same town what is the necessity for having this institution. It is more costly to maintain a Sirkar School than an aided school It is 2½ times the cost of an aided school. We must suggest some method of raising money. Government cannot create

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money like magicians. We want money for rural reconstruction and other developments of the village. One source of raising money is the abolition of this Sirkar High School. It is more advisable to abolish Sirkar Schools than aided schools, as the cost of maintaining a Sirkar School is roughly 2½ times the cost of an aided school.

Mr. P. Govinda Menon (*Adur*).—Is that not the figure with regard to primary schools?

Rao Sahib I. N. Menon (*Director of Public Instruction*).—It is not 2½ times.

Mr. A. V. Moothedan (*Chalakkudi*).—Then it is double the cost. Anyhow I am sure that it will be more costly. These points I raised in the Finance Committee. Then the Diwan said what will be done with the teachers of the Sirkar High School, if abolished. My answer is, we may require these teachers' services. Some of them may be deputed to aided schools, if there is more strength in aided schools. There is another suggestion. Our friends are anxious about rural re-construction. Some of these teachers who have a rural outlook may be asked to organise poultry farming, rural co-operative societies, village libraries and so many other useful things. I humbly suggest that some measure of retrenchment is highly necessary for giving grant to these aided schools. Are these 105 schools, not aided at present, going to continue for long without aid? I say many of them will have to be closed. Then the number of schools will be lowered and our prestige will go. It is true they cannot expect grant as a matter of course. But anyhow when they start schools, they think that they will get something by way of grant, though grant is given as a matter of grace. Every school expects that as a matter of fact they will get grant. Do you want these schools to do honorary work without any payment? You can as well ask all members sitting on the Treasury Bench to do honorary work. Why these poor aided school teachears alone should suffer?

Rao Sahib I. N. Menon (*Director of Public Instruction*).—Just one word. The Hon'ble Member refers to the Sirkar High School at Trichur as superfluous. There are also other High Schools, C. M. S. and St. Thomas High Schools, which are superfluous. The position of the Sirkar High School is something very distinct.

Mr. A. V. Moothedan (*Chalakkudi*).—So far as the Government is concerned, the cost of maintaining the C. M. S.

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High School, is lower than the Sirkar School. The same is true of the St. Thomas High School.

* **Dr. A. R. Menon** *(Pallippuram).*—I wish to make one or two observations upon this cut motion. That cost of running the Sirkar High School is not higher. He said that the cost is Rs. 25,000. It is Rs. 18,000. And there is also the collection by way of fees. Certainly the cost of running that school is not much higher than the cost of running similar institutions within the town. Therefore, any method by which the expenditure could be reduced shall receive my entire co-operation. But when he comes forward and says that such and such school should be abolished he has to prove one or two points. One is that the school is a superfluity. Secondly he must show that the school has no scholars and that the school is run without scholars and hence it should be closed. I can understand that proposition. What I have recommended in my small note is that all such schools within the municipal area must be taken over by the municipality and the municipalities are entitled to receive only the grant that the Government give to private institutions. Though there is at times complaints that the Government is ungenerous to municipalities, the Cochin Government have been very generous—no responsibility with regard to public health, no responsibility with regard to public sanitation is thrown upon the shoulders of the municipality. If the suggestion that I put forward is accepted by the Government, the Municipality has to find an amount which is infinitely smaller than the amounts the municipalities are called upon to shoulder in British territories. Therefore I suggested that all the schools —primary, lower secondary and high schools must be handed over to the municipality and only grants that the Government give to private institutions be given and remaining expenditure must be borne by the municipality. That was the proposition laid down. I do not think that I am always partial to municipal institutions. I do not think that the proposition is wrong. It is not a big burden on the municipality. It is the lightest burden that the Government can impose upon the municipality. It is not fair that you should starve even primary education and do not ask people to share a little of the burden of running those institutions and want any school to be scraped simply to satisfy the requirements of a neighbouring school, no matter who runs it. There are 4 schools in Trichur now and all the schools are full. Why should a school be abolished? Why should a division be

* Speech not corrected by the Hon'ble Member.

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introduced in another school? Why should students be shunted from one school to another? There are other considerations. That is about the appointment of school-masters and the payment of the school-masters from the State. If these are accepted, I have not the least objection to raise any point against existing schools. Let us have a little straightforwardness and honesty. Let us not keep something at the background of our argument.

Mr. A. V. Moothedan *(Chalakkudi)*.—What is that argument?

Dr. A. R. Menon *(Pallippuram)*.—You know it and I know it. It is mentioned in that minute that grant-in-aid which is 83 per cent of the whole amount is met by the Government, that it is proposed that 77 per cent for contingencies may be handed over to the school-masters themselves. That is to say 95 per cent of the total salary of the school-masters is met from out of the public funds and the school-masters may be able to get only that. The managers will not give the 5 per cent. I say that the poor teachers do not get their full salaries, no matter how much they protest. I do not say that there may not be exceptions. Excepting some of the schools controlled by the churches who pay, generally speaking, these private managers never pay this money to the school-masters. I know personally that they do not give it. 95 per cent of their salaries are paid out of public money. So, you may appoint them yourself by communal rotation, because these absorb five or six thousand men. Since the Government pays the money, Government have a right. Hold an examination once or twice in the year. Take down the list on the principle of communal rotation. There is a Staff Selection Board that has been constituted for appointment purposes. Let them give the names of the masters in the various schools if and when they want. Introduce this reform. Let us see what happens. This communal complaint can be got over and this rush to start schools on grounds of religion, on grounds of humanity, on grounds of all the virtues will disappear. That is my view. We are going to see that. If you think that this is an unpopular attitude to be taken you are not worth the salt you eat.

Mr. A. V. Moothedan *(Chalakkudi)*.— Why can't you start any school?

Dr. A. R. Menon *(Pallippuram)*.—The Government have a moral and legal right. The moment you get money out of

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of public funds let the operation of the Staff Selection Board come into play. There is nothing communal in it. They wanted this Board. I supported this Board and everybody admits that the greatest reform effected by Sir Shanmukham Chetty is the constitution of an impartial Board on very progressive lines. It is the best Board of appointment. With such a board in your possession what is the objection in that board making the selection and keeping a list according to communal rotation? There is no trouble. So, better accept this proposition.

Rao Sahib I. N. Menon *(Director of Public Instruction).*—The point is it is not merely a question of policy which it is already going to adopt. It specifically introduces the abolition of one school.

Dr. A. R. Menon *(Pallippuram).*—I am laying a general proposition. If the Government think that they are justified in accepting my suggestion, then this question does not arise at all. In case the Municipality does not take it, then the Government will consider this question. I want the school to be retained. I do not want the school at least to be run at an enormous expenditure. Rs. 18,000 is a great expenditure.

Rao Sahib I. N. Menon *(Director of Public Instruction).*—We get fees.

Dr. A. R. Menon *(Pallippuram).*—A definite suggestion is placed before the Government that it must be handed over to the municipality. Government should impose a burden upon the Municipality. The Diwan Peishkar can find some method by which he can impose upon the Municipality. We ask the Government to give it to the municipality. But the municipality says 'Don't give it to us'. Is it not the duty of the municipality to undertake this work? The Municipality must find out means to bear this. In all British Municipalities, educational cess is levied to meet the requirements of education. Therefore, till that question is settled, I consider that this matter is *subjudice.* I am not expressing the view either not to close it or close it. In case this proposition that I placed before the Government meet with their approval, that would solve this question. Otherwise, this question will come up again and again in this Council.

Mr. C. R. Iyyunni *(Trichur South).*—Sir, may I know whether the mover of this cut motion has objection for changing the object of the cut motion in this way, viz., without

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specifying the Trichur High School, "to abolish such High Schools as are superfluous as a measure of retrenchment"?

Deputy President.—If the Hon'ble Member agrees to the amendment as suggested by Mr. Iyyunni, it may be done, and I won't allow it to be amended afterwards.

Mr. A. V. Moothedan *(Chalakkudi).*—I accept it.

* **Rao Sahib I. N. Menon** *(Director of Public Instruction).*—Mr. President, Sir, there are two points which I wish to stress. In the first place, there seems to be a misapprehension about the Sirkar High School, Trichur. I want to dispel even that illusion which the Hon'ble Member seems to have in his mind. Some years ago, the Sirkar High School was steadily going down in its strength as a result of the occasional change in the staff. Now I am trying to visit the school at least once a fortnight and the tone of the school has greatly improved. The public show a good deal of interest in its maintenance and the strength of the school has been steadily going up for the last so many years, so-much-so that this year we had either to open new divisions or as a measure of economy send the boys to some other schools. There is a further fact to be taken into consideration. There is the model Government Training Institution which really forms part of the lower secondary classes of the High School. The classes are kept in the Government Training Institution, so that, I believe, the pupil teachers under training would not have to walk over all the way to the Trichur Sirkar High School. Strictly speaking, in principle, it is part of the lower secondary classes of the Sirkar High School. These classes are there simply for the pupil teachers to experiment with. Otherwise they can be abolished. So that the strength of the lower secondary classes of the Sirkar High School should not be taken as an indication that it is unpopular, that it is unfortunate, or that it is inefficient and so on. Even accepting the criterion of strength, the lower secondary section of the Sirkar High School has been steadily going up in strength. So that, as regards the strength of the Sirkar High School, Trichur, the Hon'ble Members need not have the slightest apprehension that it will go down. It is steadily going up. Now, with regard to the amended motion, all that I wish to say is this. It is a policy, I said, which the Government have already accepted, and I wanted it to go into the Retrenchment Committee. The Retrenchment Committee have submitted its recommendations, and the only question is

* Speech not corrected by the Hon'ble Member.

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how it is to be implemented or whether the school should be abolished. The only objection which I think the Hon'ble Member took is that it will be an unnecessary loss.

Mr. P. Govinda Menon *(Adur)*—Does the Hon'ble Member for Education concede that there are superfluous High Schools?

Rao Sahib I. N. Menon *(Director of Public Instruction)*.—I do not concede. How can I say in advance whether there are superfluous High Schools? If there are superfluous High Schools, we will abolish them. I have as much interest to abolish the superfluous schools as the Hon'ble Members themselves have, since we want more funds for elementary education. We cannot proceed on the assumption that there are schools ear-marked for abolition.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri)*.—May I know whether the Government have any objection to have a small committee to go into this broad and pertinent question, to see and find out whether there are superfluous High Schools and whether any of them can be abolished and if to be abolished which of them could be abolished?

Rao Sahib I. N. Menon *(Director of Public Instruction)*.—Apart from that, there is the question of the Advisory Committee which is already there and secondly if they want a local knowledge, the first thing will be not to appoint a committee but to have a small committee with local knowledge. A different committee will be quite unnecessary in the State. What I wish to suggest, Sir, is that the Advisory Committee might take the specific advice of the Hon'ble Members of this House who are conversant with local matters before they submit their own recommendations. I think that can be done.

Mr. P. Govinda Menon *(Adur)*.—Why don't you call a meeting of the Advisory Committee?

Rao Sahib I. N. Menon *(Director of Public Instruction)*.—A meeting of the Advisory Committee will be called although I am not the convener.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri)*.—Mr. President, the cut motion in its amended form has a wider outlook and serves a very useful purpose. It cannot be denied by any one, who has got a knowledge of things about our educational institutions, that there is duplication of educational activity as far as secondary education is concerned. To cite

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one example, you have, Sir, in almost all the towns—the so-called towns - a Boys' High School almost full and side by side a Girls' High School never full, except in very exceptional cases like the Ernakulam High School for girls. I shall not enter into details. There are exceptions of Girls' High Schools being also full where Boys' High Schools also exist. But the rule is the other way. In most of the Girls' High Schools the strength is very very poor which if it were the case of an aided High School it will arouse the wrath of the Department and bring down the contribution by way of grant either to a half or even to a quarter. But there can be no such ire in the case of Sirkar schools because of the fact that they are the children of the Government. That is the position. When there is such duplication of educational activity in the secondary department is it too much to ask the Government to constitute a committee which, if necessary, may be an itinerating committee, to go into the question in its fullest details and scrape such of the High Schools as are absolutely unnecessary? The scraping of these extra institutions will not in the least prejudice the people of the locality so far as their educational needs are concerned. Can a request more modest than this be placed before this House? Will you irremovable gentlemen of the Treasury Benches call us irresponsible for making such practical suggestions? You dare not. We are more responsible than yourselves. We have exhibited that by this time and we will continue to exhibit it hereafter and make you realise that the so-called irresponsibles are the best responsibles. What is wanted is responsiveness on your side. Will you give it? That, Sir, is only by the way. Now, to the issue in hand. The simple question is this. If from facts it is known that there is duplication of agency in the secondary department, neither the Government nor the non-official members, whether they belong to this party (the Congress) or that party which is called the Democratic Party will say that there is no necessity for action to scrape the unnecessary schools. That being granted, the question is, is it necessary, is it justifiable and is it proper, to continue such duplication of educational activity. The answer is a big no. When you are at that no, you have to take steps to scrape the avoidable. Scrape the unnecessary one and scrape it properly after an enquiry is conducted, but make no mistake in the method of the inquiry. Let it be a proper one conducted through a committee which knows its business.

Do not pitch upon persons who have no knowledge of conditions and who will not care to study conditions. I say that

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deliberately. Depend upon persons who have studied the conditions and who have shown that they will work and will come to your rescue if you really stand in need of help. Pitch upon them and work the plan. I tell the Government that it is in our secondary department that the greatest saving can be effected which can be utilised with advantage for fighting illiteracy. I brought in a Bill for fighting illiteracy which by an adverse vote of my friends sitting on my left and encouraged by the Treasury Benches was at its third reading voted down. It was not at the first or second reading stage but at the third reading. That is very significant. Have you heard of a Compulsory Primary Education Bill in a State having only 29 per cent literacy voted down? Have you heard of a case like that being lost anywhere else except in enlightened Cochin ? I appeal to the the Government, I appeal to the non-officials, to consider this question dispassionately and to constitute a small Committee to study conditions in all its aspects. Scrape the unnecessary schools, save large amounts thus and utilise the savings for primary education. I support the motion in its amended form.

Mr. A. Narayana Menon (*Vyttila*).—I support this motion in its amended form. In doing so I do not see eye to eye with the previous speaker in the appointment of a Committee. I do not think that there is any necessity for the appointment of a Committee. We have sufficient record to proceed upon and to decide upon the question as to which school should go and which should be amalgamated. In the education survey the Director with his staff went into this question. His report contains some useful suggestions. Then there was the report of the Education Survey Committee which also has said which all schools could be amalgamated and which abolished. Again there is the Retrenchment Committee. The Director and the committees that looked into his report have made specific recommendations. They both visited various places before making their recommendations. The Retrenchment committee, no doubt, did not visit any place but still they have also made some suggestions. Again we have got a committee of elected members of this House and that Committee can go into this question and make suggestions. Let us not have another Committee. Let us not spend money unnecessarily on the Committees by giving T. A. to the members. That is my suggestion. Then with regard to the attempt made by the Hon'ble Member for Wadakkancheri to connect this question with the question of ompulsory education. I do not understand the point. Even

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if there is saving in secondary education it is not certain that it is going to be spent for compulsory education. Wherever we have got compulsory primary education you may depend upon it that local taxation is always resorted to to run the machinery. That is the law everywhere. It is not a national need, in the wide sense of the term. It is not like taxing a country for fighting an enemy. In that case, the safety of the whole country is at stake and the whole country has to be taxed. For meeting compulsory education in local areas local taxation alone is resorted to. That is the practice prevalent everywhere and so no attempt need be made to connect this question with the question of compulsory elementary education involved in this cut motion.

Mr. P. Govinda Menon *(Adur)*.—Then why did you not make this suggestion when the Bill was considered?

Mr. A. Narayana Menon *(Vyttila)*.—I thought the Hon'ble Members on the other side will throw out the suggestion. I gave you a word of wisdom as to how you should proceed when you introduce a new Bill. Savings in secondary education is not to be used in that direction. We want money for many useful purposes. We have to rear up a set of citizens in the rural parts who will be resourceful, who will be contended, who will be industrious. The mode of education given in the rural schools should be different from those given in urban areas. With that object in view we have to modify the curriculum of studies in rural areas. We have to provide for rural committees. All these problems are before us and for solving them money is required and I say that the money that is saved should be utilised for those purposes. We need not confuse this with compulsory elementary education. I repeat that local taxation should be resorted to for the purpose. That is the practice obtaining everywhere and there is no reason why there should be a departure so far as Cochin State is concerned. With these words I support the cut motion.

Rao Sahib I.N. Menon *(Director of Public Instruction)*.—I have nothing to add to what I have already stated. But I shall undertake on behalf of Government to say that we are as much anxious as the Hon'ble Members to make retrenchment in this direction as far as possible. The only question was if the Hon'ble Member wanted a list of the Institutions which should be abolished that is prejudging the issue and it requires a close scrutiny and consultation and so on. It is not a thing which can be undertaken at this stage. Government do

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sympathise with the object of this cut motion which is really the direction of their own efforts. The only thing which they are unable and which the Hon'ble Members are also unable is to lay their fingers on specific institutions and say that they should be abolished.

Mr. A. V. Moothedan *(Chalakkudi)*.—With regard to the suggestion made by the Hon'ble Member for Pallippuram that the schools in the towns should be taken up by the Municipalities, I have no objection. But the question is whether the Municipality is willing to bear this additional burden. They are autonomous institutions.

Rao Sahib I. N. Menon *(Director of Public Instruction)*.—I do not think that the Hon'ble Member for Pallippuram stated that the Government should compel the Municipalities to take over these institutions.

Dr. A. R. Menon *(Pallippuram)*.—Government have a right and a duty to call upon the Municipality to take it up. This is being done in British territory.

Mr. A. V. Moothedan *(Chalakkudi)*.—I agree with my Hon'ble friend. If the Municipalities can be compelled I have no objection.

Rao Sahib I. N. Menon *(Director of Public Instruction)*.—We accept the question of abolition of superfluous schools but not the cut of Re. 1.

Motion was by leave withdrawn.

Motion No. 61.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri)*.—"*To reduce the allotment of Rs. 16,194 for Establishment by Re. 1. To urge on the Government to abolish all English Primary schools as such and order English to be taught in all primary schools in the State*".

Sir, the motion has got two sides. The first is that those schools which go by the name of English Primary Schools where English is taught as distinct from Vernacular Primary Schools where English is prohibited, as distinct from that category, those schools where English is taught now may be abolished, is one side of the cut. The other is after doing this, English may be taught in all primary schools where English is not taught now. These are the two sides of the cut motion. I am

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not very much for reducing the allotment under this head by Re. 1 as shown in the cut causing uneasiness to the Director. I want on the other hand to save a lot of money by scraping these unnecessary schools. I want also the most useful subject English—it is not time to do away with that yet—may be taught in all schools whether in villages or in towns. That is the object of the cut motion. I hope there will be no necessity for me or for any other Members to speak upon this subject because the Government can understand the reasonableness of the demand. I hope the Government will accept this. With that hope I place the motion before the House.

* **Mr. P. Govinda Menon** *(Adur).*—This is a subject on which the expert knowledge of the Hon'ble Member for Education will be of some use to this House. I have heard him repeat the same reform in primary education on several occasions before. But in his prefactory remarks before moving the demand for Education he was saying that after four years of elementary education our rural children were lapsing into illiteracy soon afterwards. If that is so in the case of the Vernacular schools after four years of education these students lapse into illiteracy will it not be the case in the case of English schools also? Will four years of English Education in primary schools be of any benefit to them? Will they not lapse into illiteracy? I put this question to the Hon'ble Member for Education because I have heard him say on several occasions even in this House that it would be an advisable reform to introduce English in our Elementary Schools.

Dr A. R. Menon *(Pallippuram).*—I think the essence of the motion is that instead of two kinds of schools as existing now, there may be one kind of school only and English may be taught in all of them.

Mr. A. Narayana Menon *(Vyttila).*—Sir, I accept the sentiments expressed by the mover of this motion. But there is one difficulty that I should like to point out to the House. As it is, in the purely Vernacular schools there is no fee charged. But in the English Schools fees have to be paid. Will the parents of the students in rural parts be compelled to pay fees if English also is to be introduced? When the Director replies he may kindly devote particular attention to this aspect of the matter.

മിസ്റ്റർ ടി. കെ. നായർ *(Pazhayannur)* സർ, ബാല്യമനപ്പൂട്ട വയറനിലെ മെമ്പറവർകൾ പറഞ്ഞതിനെ കുറിച്ചാണ് എനിക്ക രണ്ടു

* Speech not corrected by the Hon'ble Member.

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വാക്കു പറവാനുള്ളതു്. ഞാൻ ഈ ഉപക്ഷേപം വായിച്ചതിൽനിന്നും ഇതേവരെ ഈ പ്രസംഗങ്ങൾ കേട്ടതിൽ നിന്നും വിദ്യാഭ്യാസത്തിൽ എനിക്കു വലിയ വിവരമെന്നുമില്ലെങ്കിലും ഞാൻ അറിഞ്ഞിടത്തോളം ഇംഗ്ലീഷു പ്രാഥമിക വിദ്യാലയങ്ങളിലേയ്ക്കു കടന്നുക്കൂടുന്നതോടുക്കൂടി ഫീസ്സും കടന്നുക്കൂടുമെന്ന നിയമം ഞാൻ ഇതുവരെ ധരിച്ചിട്ടില്ല. അദ്ദേഹത്തിന്റെ പ്രസംഗം കേട്ടതിൽനിന്നു് മലയാളത്തിൽ നിന്നു് ഇംഗ്ലീഷിലേയ്ക്കു കടക്കണമെങ്കിൽ ഫീസ്സും കൊണ്ടുവരണമെന്നു് അർത്ഥം വരുന്നുണ്ടെന്നു തോന്നുന്നു. ഈ ഉപക്ഷേപം വായിച്ചാൽ തന്നെ അറിയാം ഈരീതിയിലൊരർത്ഥം വരികയില്ലെന്നു്. ഇതിൽ പറഞ്ഞിട്ടുള്ളതു്, "To urge on the Government to abolish all English Primary Schools as such" എന്നാണു്. ഇതൊന്നു് വായിച്ചിരുന്നെങ്കിൽ എന്റെ സ്നേഹിതനു് ഈ അബദ്ധം പറയുകയില്ലായിരുന്നു. ഈ ഗ്രേഡിൽ ഇംഗ്ലീഷ് പഠിപ്പിക്കുന്നതിനു ഫീസേ വേണ്ട.

മിസ്റ്റർ എ. നാരായണമേനോൻ *(Vyttila)*.— സർ, ഞാൻ അതിനോടു യോജിക്കുന്നു.

മിസ്റ്റർ ടി. കെ. നായർ *(Pazhayannur)*.— എനിക്കിപ്പോൾ ഒരു സംശയം തോന്നുന്നുണ്ടു്. ഗവർമ്മെൻറു് എത്രതന്നെ ഇതിൽ മോശമായ ധനഃസ്ഥിതിയെപ്പറ്റി പ്രസംശിച്ചാലും നികുതി ചുമത്തുന്ന കാര്യത്തിൽ ആഭാഗത്തിരിക്കുന്ന എന്റെ മാന്യസ്നേഹിതന്മാർ എത്ര എത്രത്താലും നിർബ്ബന്ധ വിദ്യാഭ്യാസം നടപ്പിൽ വരുത്തേണ്ടതായിവരും. അതു് നിങ്ങൾ വേണ്ടെന്നുവച്ചാലും നടപ്പിൽ വരാതിരിക്കുകയില്ല. ഈ ഘട്ടത്തിൽ, നിർബ്ബന്ധവിദ്യാഭ്യാസത്തിൽ വെർണാക്കുലർ അല്ലാതെ ഇംഗ്ലീഷിലും കൂടി തികച്ചും സാദ്ധ്യമാണോയെന്നുള്ളതു അറിഞ്ഞുക്കൂടാ. ഇതിനൊക്കെ പുറമെ എന്റെ മാന്യസ്നേഹിതൻ അഡ്ഡൂർ മെമ്പർ പറഞ്ഞിട്ടുള്ള ഒരു സംഗതി പ്രധാനമായി ആലോചിക്കേണ്ടതാണു്. പ്രാഥമിക വിദ്യാഭ്യാസവും ഇതും കൂടി കൂടിയതിന്റെ അർത്ഥം വെർണാക്കുലർ എഡ്യൂക്കേഷൻ ർ-ം ഉ-ം ക്ലാസ്സുകഴിഞ്ഞാൽ എഴുതാനും വായിക്കുവാനും കിട്ടുന്നതു അറിവു ഇംഗ്ലീഷിൽ ഉണ്ടാകുമോയെന്നു അറിഞ്ഞുക്കൂടാ. അപ്പോൾ അതൊരു വെസ്റ്റേജായിട്ടു തീരുമോയെന്നു സംശയമുണ്ടു്. ഈ വിഷയത്തെ കുറിച്ചു ഇതിൽ കൂടുതലൊന്നും പറയുവാൻ സാദ്ധ്യമല്ല. എന്നാൽ ഇതുകൊണ്ടു് ഫീസ് കൊടുക്കേണ്ടിവരികയില്ലെന്നു് ഞാൻ തീച്ചു പറയാം.

Dr. A. R. Menon *(Pallippuram)*.—I think a boy in the Vernacular School cannot continue in the first form without studying in the preparatory class. But if English is taught from the very beginning the boy can continue his study without an additional year and there will be uniformity. Whatever we may say against the foreign language a little knowledge in that

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will not be unpleasant. What will be the total amount of fee collection; may I know?

Rao Sahib I. N. Menon *(Director of Public Instruction).*—About Rs. 10,000 in purely primary schools.

Dr. A. R. Menon *(Pallippuram).*—It is not a very big amount. I think it would be a reform in the right direction to do away with this distinction and place all the schools on the same basis.

* **Rao Sahib I. N. Menon** *(Director of Public Instruction).*—The subject matter of this cut motion forms the subject matter of one of the recommendations of the Retrenchment Committee. It is one of the points on which there was unanimity of opinion. The Hon'ble Member for Adur has pointed out that I have been expressing my opinion on this question in an informal capacity with regard to the introduction of English in Primary Schools. Some years ago English used to be taught in quite a number of our primary schools. Subsequently after the reform of the late Mr. Pope, the teaching of English was dropped. He found that we had not sufficient supply of qualified teachers. It would be very hazardous on my part to promise anything without reserve and straight away accept the motion. Since the Retrenchment Committee recommended that English should be included in all the Vernacular Schools I took the matter up and the matter is being referred to the several Headmasters and it is one of the items in the Agenda for the Headmasters' Conference.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri).*—When is it to meet?

Rao Sahib I. N. Menon *(Director of Public Instruction).*—It will be meeting somewhere about November. But I am not going to wait. I may tell the Hon'ble Members that I have already made a reference to the Headmasters and the Inspecting officers for their views on the matter. There is some difficulty because without considerably curtailing the curriculum in the other subjects it is not possible to introduce this. We are now teaching for five hours and in the third and fourth classes the History of Cochin and the Geography of Cochin and the Madras Presidency have to be taught. Already they have 5 hours work every day. Before loading the curriculum further we must see whether it is not possible to do away with some

* Speech not corrected by the Hon'ble Member.

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of these. This has been already before the officers of the education department. I hope to place the views of the experts, the actual teachers, before we introduce this reform and incorporate English in the curriculum of the primary classes. I thought that it would be better as a matter of protection to consult those who are to teach. I can assure on behalf of Government that the matter will be very favourably considered. I cannot say that it is an unnecessary protection. I cannot without any reservation say that we accept this motion. It is one of the recommendations of the Retrenchment Committee. It is a proposition with which the Government will sympathise if the socalled experts do not fight against this introduction.

Mr. A. V. Moothedan *(Chalakkudi)*—The fee income comes to 42,000 rupees. How are you going to do this?

Rao Sahib I. N. Menon *(Director of Public Instruction)*.—This does not refer to the primary departments of lower secondary and high schools. There are about 40 high schools and 80 or 90 lower secondary schools.

Mr. A. V. Moothedan *(Chalakkudi)*.—So you will not receive any fees. I therefore oppose.

Mr. K. T. Mathew *(Kunnamkulam)*.— I rise to oppose the motion. It is with much regret that I stand to oppose a motion which has been introduced by a member of my party. But having considered the question in all its aspects, especially in view of the Free Compulsory Primary Education Bill introduced in this House I say that if what is recommended in this motion is given effect to it would cut at the root of one of the fundamental arguments in favour of the introduction of free compulsory primary education. It is therefore that I oppose the motion. One of the main arguments that we advance for introducing free compulsory primary education is that we want to avoid wastage. The wastage results in two ways, one as a result of not continuing the education in the four classes of the primary department; and secondly, as a result of not giving sufficient education in the primary classes and not affording opportunities to retain what has been learnt.

Mr. P. Kumaran Ezhuthassan *(Wadakkancheri)*.—I beg to differ.

Mr. K. T. Mathew *(Kunnamkulam)*.— Doctors at times differ. I was the first to introduce the Compulsory Primary Education Bill in this Council and the strongest argument

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which I advanced in support of the Bill was that it was a measure for avoiding wastage. Now I understand from the Hon'ble Member who followed my footsteps in piloting the Bill that that was not the argument which compelled him to introduce the Bill. If so that only strengthens our case for free compulsory primary education because in that case we have got two sound arguments for passing the Bill. If it is for avoiding wastage which is the result of not giving sufficient intensive education to the boys who go to the primary schools that the Compulsory Education Bill is intended, this motion cuts at the root of one of the arguments in favour of the Bill. To avoid lapsing into illiteracy, we want to introduce compulsory education and give intensive education in vernacular in all the four classes so that after leaving the school the children may not lapse into illiteracy. In no country in which primary education is made compulsory, tuition is given in a foreign language in the primary classes. The people in Travancore are highly cultured in their vernacular because they have in their Vernacular schools seven standards. They do not teach English in the vernacular schools. They give the children sound education in the vernacular for 7 years, so that they might not forget what they have learned. We want here more or less a similar system of education in vernacular.

For these reasons I oppose this motion.

The House rose for the day at 5 p. m.

B. V. KRISHNANKUTTY MENON,

Secretary to the Council.

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